

Teacher Created Fluency Activity
Focus: *Fluency/Self-Monitoring for Meaning while Reading*



Date: ___6/1/10

Teacher: Carrie Williams Wickliffe/Tremont

Activity description:

Recording Individual Students Reading on I-POD: Project #1-Fluency

Project #2-Monitoring for Meaning

Fluency goals for this activity:

#1-To Record a Familiar Reading by the student, using the same text at each recording to compare fluency growth after repeated readings using the Neurological Impress Method (Dr. Rasinski) as piloted and shared by Chic Allison

#2- To record individual student reading when he/she is NOT monitoring themselves for meaning

Materials & resources needed:

I POD, Familiar Texts, New Texts at Instructional Level

Plan for implementation:

For #1 -Start by recording student on a disfluent familiar book, then use the NIM and record subsequent readings, documenting fluency over a period of time on the same text.

#2- Record student reading a new, unseen text that is at his/her Instructional Level

Assessment & Documentation:

Recorded Student Reading Familiar Text for Project #1 over a period of time; shared w/fellow teachers AND with student. Student became more fluent, not only on this text, but on other Familiar texts and more fluent on NEW texts.

Project #2- After I recorded student I let him hear HIMSELF to identify when it DID NOT make sense, while HE was reading. He was able to HEAR himself not

making sense, as opposed to me telling him that he was reading without listening to himself and that he was reading and NOT making sense. Doing this had a MUCH larger impact and I was able to get a shift out of him listening to himself read for meaning; having his actual recorded reading was so much more powerful than just telling him!

Timeline for Activity:

Project #1- 2 weeks initially for, plus subsequent days on different texts to get other texts fluent

Project #2- multiple times during a two week period

Support or resources from 21st Century Coach:

Dr. Rasinski's, "Fluency" book

From my personal collection:

Dr. Allington's "Fluency Matters"